



HQIR Implementation and Quality Control Update

Covington Independent Public Schools continues to strengthen implementation of High-Quality Instructional Resources (HQIR). This year's focus is intellectual preparation and lesson internalization, with support tailored to each level's stage of implementation.

Intellectual preparation is the process through which educators build and apply knowledge and skills using HQIR to meet all students' needs while maintaining resource integrity. KDE identifies four core processes: unit internalization, lesson internalization, lesson rehearsal, and student work analysis.

Lesson internalization prepares educators to teach key lessons by examining their place in the unit, expected student learning, instructional practices, texts and tasks, and supports needed for students to engage successfully in grade-level work.

Implementation by Grade Band

Elementary Schools

- Continue implementation of adopted HQIR while refining intellectual preparation and lesson internalization.
- Before each unit, a grade-level representative attends a District Planning Collaborative led by an instructional leader—a principal, assistant principal, or coach. Facilitators guide unit-level preparation, including standards, learning progression, tasks, and assessments.
- Representatives return to their schools and, with school instructional leadership support, guide their grade-level teams through the preparation process.
- Principals and other instructional leaders provide school level support and monitor HQIR implementation, with guidance and assistance from district leadership.

Middle School

- Middle school is in an earlier stage of HQIR implementation. Coaches collaborate with district curriculum leadership to support teachers and strengthen fidelity.
- District leadership is introducing intellectual preparation and lesson internalization with coaches so they can lead and support this work with teachers.

High School

- High school is transitioning from using HQIR primarily as a resource to implementing adopted materials with fidelity as the core instructional program.
- District curriculum leadership will support coaches and school instructional leaders in building teacher capacity and strengthening consistent implementation.

Quality Control and Continuous Improvement

- At the end of each unit, teachers across all grade levels are asked to provide feedback on whether the allocated time was sufficient, assessments and individual assessment items, and recommended improvements.
- District and school instructional leaders at each grade band review this feedback annually to inform revisions to unit timelines and assessments. This process brings teacher voice into ongoing curriculum and assessment improvements.